

THE USE OF STORYTELLING TO DEVELOP DUAL LANGUAGE STUDENTS'
READINGS SKILLS

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Abstract

Storytelling is a powerful teaching tool that assists dual language teachers in developing and enriching students' reading skills. Storytelling not only provides students with the opportunity to use their imagination, creativity, and critical thinking skills, which are used to develop and promote other abilities', also adds entertainment value to the students' learning development. Additionally, through storytelling, students will have more opportunities to learn and take ownership of their learning process. Students will discover how to create their own stories through digital platforms. For these reasons, this paper compiles the benefits of storytelling and its effect on reading skills. It includes three main parts that emphasize that teachers must be aware of storytelling as a strategy and its potential to have positive effects on students' reading skills.

Dedication

This thesis is dedicated to my parents, Liliana and Pablo, for supporting me with their love and dedication.

To my husband Manuel, and my friends Tim and Lizeth, I am thankful for all the encouragements and sacrifices. Your continued support and motivation of my efforts has made me follow my professional dreams and aspirations. I will continue to be the best educator that I can be and will always dedicate my life and focus on the students that will sit under my teaching.

Acknowledgments

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Chapter One: Introduction

As a dual language teacher at public elementary school in North Carolina, I have had the opportunity to teach students who have been learning two languages, English and Spanish. This called “Participate Learning” has generated an important impact on education in the United States and it is becoming more relevant throughout the country as one of the fastest growing programs allowing educators around the world to share and teach their language and cultural backgrounds. Furthermore, this program provides advantages such as improving students' thinking skills, as well as promoting cultural awareness and growth in reading comprehension skills, in order to help students, become bilingual students. As explained by Cummins (2001, as cited in Herrera & Murry, 2015), this program offers the opportunity for schools to achieve high academic performance, language diversity, and a cultural learning environment for each student. The model of the program is full immersion; in kindergarten and first grade is 90 percent of the instruction is delivered in the target language Spanish. However, in the second grade, they begin their introduction to English language learning. Second grade consists of 70 percent in Spanish instruction and 30 percent in English.

For the last two years, I have been teaching second grade and this level has given me meaningful information and experience in a dual language-teaching field. In this role, I became aware that some of the students seem to struggle with English reading skills. Additionally, I have noticed how dual language teachers find themselves disoriented when they are trying to teach students in the dual language program to develop their reading skills. If a teacher can be aware

of how to help and support students' reading skills, it will be helpful and beneficial for their students' language acquisition.

Additionally, I see that these students also have other difficulties, such as emotional and cultural awareness, that may affect their reading process. Therefore, I created a workshop for dual language elementary school teachers. This workshop shows dual language teachers the benefits of using storytelling to promote reading skills, and at the same time, it provides more tools to motivate students to read more, and increase their vocabulary, fluency, and reading comprehension. In addition, this workshop offers benefits with reading skills, but will also develop other language skills and aspects such as emotional maturity, critical thinking skills, imagination and cultural awareness.

Supporting dual language students' reading skills by using the benefits of storytelling will be truly significant and helpful. In fact, as Agosto (2016) mentioned, “storytelling helps children to become better listeners and better readers while they are building vocabulary” (p.21). This notion allows us to see that with these strategies, students will not only be more successful in their reading skills, but they can also achieve other language skills such as listening, speaking and writing skills.

Recently, I have observed how storytelling can be integrated into the classroom and affect students a positive way including students' emotional growth and increased cultural awareness. Those aspects play an important role in students learning a second language; therefore, the stories will evoke emotions and they will contribute to reducing the affective filters in second language learning. These emotional factors will have a beneficial consequence on reading skills because students will be able to have better comprehension, feel motivated to learn new vocabulary and improve their fluency. As Isbell (2006) mentioned many studies have demonstrated “that children

build vocabulary, use more complex sentences, and improve comprehension when students are exposed to stories” (p.26).

On the other hand, storytelling can also contribute to enriching students’ understanding of and appreciation of different cultures. It may also help students to be aware of their own personal beliefs, traditions, and values. As Hammond (2015) pointed out, “storytelling is one of the powerful ways people can bond and get to know each other around the world” (p.80). Additionally, storytelling encourages students to stimulate their imagination, so the storytelling has some elements that let students create another version of the stories such as characters, setting and plot. Furthermore, storytelling helps students to improve their cognitive process and creates a much deeper connection with their learning process. In the same way, storytelling can scaffold other factors, which involve the reading process, such as vocabulary, fluency, and comprehension. Through the process, students are able to foster and associate meanings, words and phrases.

Therefore, I decided to create this workshop to guide second grade teachers in dual language programs. The teachers will be able to implement strategies, techniques, and resources that may be used to support dual language students in developing their English reading skills without losing their Spanish learning process background. The first section will implement a reading test called "cold readings" assessments, as a resource to learn the students’ reading levels. This assessment will be helpful and meaningful to help teachers understand how to better support students’ acquisition of reading skills. Since I have been working at the school, cold readings have been implemented in order to provide teachers a baseline.

The second part of the workshop will be selecting short, illustrated, and bilingual stories that will help students engage and help them recognize elements of the story, such as characters,

setting, and plot. Additionally, these short stories will be used as guidelines to increase cultural awareness and support thinking skills. The third part will be the introduction of how to use storytelling techniques to foster vocabulary, sentence structure and develop students' reading comprehension. The last part of the workshop will teach teachers how to teach students how to create their own stories through a digital program called Seesaw. This section plays an essential role in students' acquiring reading skills, because they will make or adapt stories from the previous reading. As Wawro (2012), highlighted, digital storytelling is another way to let students increase their thinking process and promote their creativity. Seesaw will be the digital resource implemented because it provides different tools such as photos, drawing, video, links, notes and uploads other files. It is easy for students to become familiar with this program and they will enjoy it. Additionally, the teacher will have the opportunity to provide feedback on their students' reading skills through this resource.

Chapter two: Literature Review

Dual-language programs provide many advantages, such as fostering students' cognitive skills, and global awareness, helping them gain proficiency in two languages, and also developing reading, listening, speaking, and writing skills. When students have the opportunity to learn a second language, their culture and knowledge backgrounds grow. Therefore, it is crucial to understand which approaches to learning a second language are beneficial and meaningful at helping students' learning process. It is essential to be aware of the different methods that help learners become bilingual.

In this chapter I describe the benefits of storytelling for bilingual students who acquired two languages. I first provide information about storytelling and its implications on second language acquisition. I then give an overview of how bilingual students attain reading skills. Furthermore, I discuss studies that can support using digital storytelling that can guides the teacher to focus on learners' needs and help students have meaningful learning experiences.

Storytelling

According to Satriani (2019), storytelling is considered to be a teaching approach that empowers students to respond positively and improve their reading skills. Additionally, Satrine (2019) suggested that storytelling can be another way to enhance students' literacy because when teachers tell a story and use the appropriate expressions, students enjoy and better understand the story and subject matter. Similarly, Hammond (2015) indicated that listening to stories promotes

a better learning process, helps students be more creative, and increases empathy and confidence building. Wajnryb (2003) also mentioned that a story promotes intellectual, emotional, and moral development as well. Moreover, Brewster et al. (2002 as cited in Lucarevschi 2016) agreed that another critical element of storytelling is facilitating comprehensible input. Hence, storytelling stimulates language acquisition, so telling stories enables and engages students' language connections (Wajnryb 2003). In support of the importance of storytelling, Crow (2012) stated, that "our brain is hardwired to respond to story" (p.1).

Benefits of Storytelling

A number of studies have reported the significant benefits of implementing storytelling in bilingual classrooms. Lucarevschi (2016), claimed that storytelling is effective because it develops and increase students' listening, speaking, writing and reading skills. Lucarevschi's (2016) study described the storytelling approach as facilitating the comprehension of English, through four traditional stories that were selected by students' needs; the study observed that the students' comprehension in a second language increased. Additionally, Lacarevschi (2016) detected that learners were engaged and thoughtfully listened to the stories, which helped their comprehension. McCarthy et al. (2001, as cited in Al-Monsaour & Al-Shorman, 2011), showed that telling stories developed reading awareness and provided opportunities to listen to language in context. Additionally, Satrini (2019) indicated that storytelling positively affected student's intellectual and linguistic characteristics; in this case the program focused on English and Bahasa. As explained by Alkaaf (2017) "life and linguistic are both innate features of storytelling" (p.24). According to Renandya and Jacobs (as cited Nikolov, M et al 2007), storytelling can make stories more comprehensible and help students to move from receptive as

they are reading when using reading and listening skills, to productive speaking and writing skills.

Moreover, through storytelling, students can increase vocabulary, cultural awareness, and motivation for learning (Al-Monsaour & Al-Shorman, 2011). In the same way, storytelling not only develops students' understanding of the sequence and the scheme of the stories, but also encourages reading and critical thinking skills. As suggested by Crow (2012), "we are wired to turn to story to teach us the way of the world" (p.2). For these reasons, storytelling provides many advantages which teachers should be aware of when implementing this technique in their bilingual classroom. As Ellis and Brewster (2002) indicated, storytelling provides a significant and interesting tool for learners.

Storytelling Foster Listening Skills

Storytelling is a tool that helps students improve receptive skills such as listening and reading. According to Dunkel (1991, as cited in Hemmati 2015), listening comprehension is considered to be a structure in second language acquisition. For this reason, storytelling provides opportunities for students to practice listening skills. Additionally, Mallan (1992, as cited in Hemmati 2015) recognized that when students listen to a story, they can improve their listening skills. In the same way, Bredekamp et al. (2000, as cited in Hemmati 2015) suggested that listening to stories makes students aware of how a story is written and raises their knowledge of conventions and structures.

Listening to stories provokes different emotions, including sadness and happiness and, can help develop the child's confidence in their learning process. As Ellis, and Brewster (2002) asserted, when students to listen to stories, let teachers introduce or review new vocabulary and

sentence structures. As explained by Shannon (2017), storytelling also helped students become more aware of language intonation and pronunciation. Therefore, the storytelling environment develops listening comprehension skills and reading comprehension as well.

Storytelling Fosters Reading Skills

Eng and Chandrasekaran (2014), acknowledged the positive effects of storytelling on students' reading comprehension. This research study used two fun short stories that were chosen according to students' reading levels and students' cultural backgrounds. The results indicated that storytelling is an effective way of teaching English to ESL learners; when the storytelling is contextualized, students are exposed to the language. Huang (2006) also performed an elemental quantitative analysis on the Contextualized Storytelling Approach (CSA) in EFL learners. In this research study, he implemented different extralinguistic resources such as items, body language, music, sound effects, and visual material to facilitate comprehension learning (Huang, 2006). Therefore, this study suggested that storytelling plays a vital role in promoting L2 learners' reading comprehension. Similarly, Chang (2010, as cited in Lacarevchi 2016) explored the effectiveness of storytelling in developing the reading skills of 52 students in fifth grade who were native Taiwanese speakers. The students were exposed to two different learning methods: "project-based learning and project learning with digital storytelling tasks, therefore, the results showed that digital storytelling leads to better reading comprehension than the project-based approach" (p.38). The project-based approach with digital storytelling promoted interest and motivation for the learners Chang (2010, as cited in Lacarevchi 2016). As Gareety (2008, as cited in Prator 2014) asserted, "storytelling being quite motivating can function as a suitable tool to reduce anxiety in L2 communication and thus even improve language competencies"(p.6).

The active engagement that storytelling provides helps students' reading comprehension because it helps students make sense of the text.

Storytelling Fosters Speaking Skills

There is another benefit of storytelling related to the acquisition of other language skills, such as speaking and writing. Trousdale (1990, as cited in Hemmati, Gholamrezapour, & Hessamy, 2015) emphasized that storytelling is a good resource that helps students develop speaking abilities. Additionally, Mokhtar, Halim, and Kamarulzaman, (2010) noticed that as storytellers, learners not only have the opportunity to develop reading, listening, and writing skills, but they can also improve their speaking skills. This research asked students to read materials at their level of understanding; then, the students worked in “small groups to retell the story” (p.165); thus, “each group was to tell a story for about 15 minutes” (p.165). This project demonstrated that students are encouraged to explore their expressions through storytelling, and it also helps them communicate their opinions and emotions. Martin (2004, as cited in Mokhtar, Halim, & Kamarulzaman, 2010) agreed that “oral practice through storytelling increases speech and oral communications skills related to enunciation and articulation” (p.2).

Storytelling Fosters Writing Skills

Storytelling can develop and improve students' writing skills. As Linters and Winters (2013) pointed out, writing development can be a challenging process for some children, especially for English learners. However, Alkaaf (2017), expressed that storytelling promotes a deep sense of the story such as setting, events, characters, moral, and conflict. Thus, storytelling allows students to identify and understand the grammar features that guide students'

writing process more easily. In the same way, Morgan and Rinvolduceri (2013), claimed “many traditional stories abound in powerful repeated phrases like a (e.g. Who’s been sleeping in MY Bed?)” (p.2), this an example that can be used as a grammar pattern.

Storytelling and Its Implications on Second Language Acquisition

According to Isik (2016), “children start to get under influence of storytelling as they have their parents the first storytellers in their lives which have life-span impact on their development” (p.1). Haven (2007) stated that we are all born with an understanding of the storytelling structure. In other words, storytelling is the most natural and appropriate communication, and it is a universal language that all of us can understand. However, it is essential that teachers recognize which factors can affect learning a second language acquisition, such as biological factors, environmental factors, and phycological factors, even with storytelling.

Biological Factors

Biological plays an important role in students’ language acquisition, because at the beginning, the way they learn is related to students’ age. Shapiro (2014) highlighted that if the learners are not exposed to an appropriate language environment at early age, they will struggle to develop the languages competencies. At the same time, Peregoy and Boyle (2017) also claimed, “the age at which person begins learning a second language affects sociocultural, cognitive, and personality factors (p.77). Therefore, Wolf (2007) pointed out, if the child is exposure before the age of three, they will have a positive effect with learning language process because their brain will process both languages simultaneously. Sousa (2011) emphasized that

the “brain possesses neural networks that specialize in responding to the auditory components of language” (p.25). In other words, the language environment plays an important role in the child’s language development. For this reason, it is essential to expose children to storytelling at an early age in order to provide them with necessary language input. As Lichtman (2018) pointed out, input is necessary in language acquisition, for both first and second language acquisition. When students can hear a story, they have opportunities to increase their learning language process.

Environmental Factors

According to Baroto (2016), environment also plays an important role in determining the second language acquisition. The use of the storytelling in the L2 classroom creates a good learning environment with meaningful comprehensible input, because through stories, learners become aware of cultural aspects, such as values, traditions, and customs, and this learning also helps students to become more confident in their language abilities (Gonzalez, 2019). Therefore, if a learner is exposed to a safe and familiar environment, their learning process will be much smoother, and second language acquisition will take place. In connection with this, Dulay et al. (1982) pointed out that the quality of the language environment is one of the essential keys to success in learning a new language. Thus, if learners do not have a secure environment, they will not have the opportunity to develop accuracy in their language acquisition process. As a result, it is important that teachers promote and ensure a positive and respectful environment for learners (Short et al.,2018).

Psychological Factors

According to Krashen (1982), “second language learners with a low level of anxiety, high motivation, strong self-confidence, and a good self-image are better equipped for classroom performance and a second language” (p.31). Clearly, motivation is another factor that influence second language acquisition. Boroto (2016) acknowledged that it is challenging to teach a second language if the learners do not have a high motivation to learn the language. Short et al. (2018) indicated that “motivation is the force that prompts individuals to pursue and sustain an effort toward a goal” (p.21). However, if the students start to experience or feel negative emotions, such as anxiety worry, nervousness, or become overwhelmed their brains will not be able to connect their prior knowledge with the new concepts, and consequently their learning language process will not be successful (Hammond 2015). Those factors play an important role in a second language acquisition.

Bilingual Students Attain Reading Skills

Learning to read is a challenging process that requires considering different perspectives. Wolf (2007) pointed out the "possible effects of the bilingual environment on learning read" (p.105). Wolf (2007) highlighted three dominant principles; the first principle addressed language enrichment at home. The home is the primary resource that provides the “cognitive and linguistic foundation for the child's learning process” (p.106). The family foundation plays a vital role in their children's success because, through this foundation, the children will have the opportunity to increase their linguistic proficiency (Green 2006). Therefore, if children are exposed to an impoverished environment, they will not have cognitive or linguistic skills. Additionally, Wolf (2007) claimed that "children from impoverished environments used less than half the number of words already spoken by their more advantaged peers" (pp. 102-103). In

addition, Robertson (2017) claimed, if the students have not had enough schooling and have not learned to read in their home language, it can negatively impact their language learning process.

The second principle is similar to the first principle, and this refers to language enhancement at school; Wolf (2007) pointed out an "essential linguistic issue missed by our teachers" (p.103). According to Green (2006), there is a severe lack of awareness regarding the teacher preparation necessary to successfully working with bilingual students. Teachers need to become aware of bilingual students' needs. In this respect, it is crucial that teachers show positive and high expectations of their bilingual students, and also, teachers need to be aware of the students' backgrounds. Murray and Christion (2011) emphasized that language teachers are responsible for creating language learning experiences.

The third principle emphasized the importance of the age when children become bilingual. When they become bilingual at an early age, they have more opportunities to develop a better basis for oral and written language (Wolf, 2007). According to Kovelman et al. (2008) early bilingual exposure had "a powerful positive impact on reading and language development" (p.219). As a result, it is important that, at an early age, children are exposed to the language, which facilitates children achieving "language milestones" (Kovelman et al, 2008). Additionally, Reyes (2006) established that literacy knowledge develops through the child's dynamic with the family, community members, and in institutional settings.

Digital Storytelling and Reading

Online learning has had a powerful impact on education, especially with the COVID-19 pandemic; and digital tools have become a support for students' learning process. Aboo (2019) also claimed that in the 21st century it is necessary to be familiar with new forms of teaching,

and learning and literacy skills. Robin (2016) indicated that “digital devices such as cameras, multi-functional devices, cell phones, and personal computers, are increasingly being used in education to facilitate learning” (p.1). Moreover, Wawro (2012) explained that digital storytelling combines different elements such as images, photos, music, and voice recording. In other words, digital storytelling is considered to be the art of telling stories with digital supplies (Chan et al.,2017). Combining storytelling with technology can promote students’ motivation to read and write. In addition, digital storytelling is an excellent resource for engaging students in a deep learning process. Therefore, digital storytelling can be an alternative and powerful educational tool for students of all ages and grade levels (Robin, 2016). In addition, digital storytelling not only provides students’ opportunities to improve their language skills, but also provides other benefits such as motivation, imagination, creativity, digital skills, and social awareness (Robin,2016). Studies on digital storytelling have agreed that students can use these to improve their language performance (Smeda et al., 2014). For instance, Khamsuk and Whanchit (2021) indicated that the success of storytelling depends on the use of digital tools.

Through use of the appropriate digital resources, it is easier to keep children interested in listening to the stories. Aboo (2019) showed that the incorporation of digital storytelling could foster reading comprehension. She found that searching factual and visual materials to develop digital stories was beneficial for her learners (service and pre-service teachers). Additionally, her digital stories were based on her college subjects as history and science. Aboo (2019) claimed that her learners demonstrated a more outstanding commitment to their learning. On the other hand, Aboo (2019) asserted that her students reported a positive experience with the stories and showed their creativity.

Conclusion

The findings and discussions in this chapter have supported that storytelling is powerful approach for teaching a second language. Teachers need to be aware of how to implement storytelling in dual language teaching. Through storytelling, students will have the opportunity to enhance their language skills such as reading, listening, speaking, and writing.

In addition, storytelling is not only valuable because it helps to improve students' skills; it also helps to develop other abilities, such as critical thinking, creativity, imagination, and cultural awareness. As a Khamsuk et al. (2021) claimed, storytelling can be used to “develop literacy, to build comprehension skills, to teach morality, to entertain, to promote creativity, to introduce cultural aspect and teach a language” (p.4). Furthermore, through storytelling, teachers can generate meaningful connections and experiences for students' learning processes. For a dual language teacher, storytelling provides opportunities for better teaching and language development. When teachers use storytelling in the classroom, it helps to develop positive relationships and create a safe and familiar environment. The results have shown that storytelling is a highly effective learning approach for reading skills (Eng & Chandrasekaran, 2014). Additionally, the integration of storytelling in the classrooms allows students to develop an interest in the stories.

This review literature emphasized the benefits of storytelling in language learning. It also focused on the impact of incorporating digital storytelling in the teaching and learning process. Digital storytelling clearly supports and contributes to linguistic skills development. Finally, it is possible to establish that storytelling connects to the “language of the children and there by has the potential for increasing their understanding of the story” (Isbell, 2012, p.28).

Chapter Three: Project design

In this chapter, I explain the rationale for creating a workshop for dual language teachers who struggle with their bilingual students reading skills. As Hà and Bellot (2020) pointed out, “young children usually face several difficulties when reading a text for the first time because they are not familiar with the written words and continuous discourse” (p.170). The reading process can be challenging for language learners, but storytelling promotes and facilitates a better understating. As Davies (2006) stated that “storytelling is the natural way to introduce children to the wonderful world of books and reading” (p.7).

Therefore, this workshop provides teachers with engaging and enriching strategies, techniques, and activities that allow students to improve their reading skills. Moreover, storytelling can also develop awareness, create a safe and familiar environment, and help students become more confident in their abilities (Gonzalez, 2019). This workshop contains beneficial information and meaningful resources teachers can utilize to incorporate storytelling in order to facilitate an effective learning process for their students. In other words, storytelling is appropriate approach for teachers to use to build engagement and reinforce comprehension in different language skills, especially in the reading process. According to Cron (2012) claimed that “a recent brainimaning reported in *Phycological Science* that some regions of the brain that process the sights, sounds, tastes, and movement of real-life are activated when we are engrossed in a compelling narrative” (p.4).

During the workshop, I use a Power Point Presentation to guide the entire process. This presentation shows the different sections of the workshop proposed for enhancing reading skills.

This workshop is divided into three main parts; the first addresses the theoretical considerations of storytelling. This part of the presentation presents two case studies that have shown the benefits and implications of storytelling to develop reading skills. Eng and Chandrasekaran (2014) carried out the first case in a public co-educational school in Malaysia in with students who still needed help in learning the language, especially in improving their reading and listening skills. However, they implemented the use of two stories called “Beauty and the Beast” and the Frog Prince, they chose those stories because the stories were well-illustrated, and the readings were according to students’ levels. They demonstrated that the use of contextualized storytelling was helpful for student’s comprehension. In other words, the researchers tell the story by incorporating body language and visual material to support their learners in understanding the story. Thus, the researchers demonstrated that listening to the story leads to better reading understanding.

In the same way, the second case study by Agosto (2016) described how storytelling provides different literacy benefits for children. She implemented this research in a suburban public school in the Eastern United States with children with different cultural backgrounds such as Hispanic, African American, white Asian American. She used two stories as well, and she started to tell the stories by asking questions and interacting with the students. The students were involved and engaged with two stories because they listened to the stories and participated (Agosto,2016). In addition, the researcher claimed that storytelling can involve other children’s abilities, such as critical thinking and imagination (Agosto,2016). Those aspects are essential in

children's learning process. She collected the data from the students' drawing of the stories in order to analyze students' responses, and the researcher recorded the students' responses.

Additionally, the storytelling, students had the opportunity to learn and enjoy their learning process. Also, they had the opportunity to create their own stories.

In the second part of the workshop, teachers will have the opportunity to interact with some strategies, techniques, and activities that utilize storytelling. This part of the workshop aims to give clear guidelines for applications of the storytelling strategies. In other words, I present in detail how teachers can develop and incorporate different elements such as the use of words, tone of voice, gestures, facial expression, and other factors in order to facilitate an effective communication.

In the last part of the workshop, teachers find some digital resources that teachers can use or adapt according to their students' needs. For instance, teachers can incorporate into their classroom the Seesaw platform as a tool that facilitates the creation of digital stories to help students to gain a better understanding. Students can also create their own digital stories through Seesaw because students can use different tools such as uploading photos, drawing, making videos, or adding links, notes and other files. According to Sadik (2008, cited in Shao-Ting, 2019) "digital stories embrace several advantages such as developing students' 21st-century skills, including critical thinking, problem solving and multi-literacies" (p.27). In conclusion, the growth of storytelling allows teachers to develop better reading strategies and motivate students to improve their reading skills.

Chapter Four: Final Project

My final project is a teacher workshop that promotes storytelling to improve the dual-language students' reading skills. Utilizing storytelling in language teaching is an approach that helps teachers to enhance students' reading skills. Teachers will have the opportunity to learn strategies, techniques, and activities related to storytelling.

This workshop will contribute to the teaching/ learning process and aims to increase awareness of storytelling as a strategy for dual language students that will assist them in finding learning strategies and support students in developing other skills such as listening, writing, and speaking.

This workshop will include

A PowerPoint presentation (See Appendix A: Slides) including three main parts: The first part provides the theoretical background for Storytelling as an approach that improves students' reading skills, and then the presentation focuses on the benefits and two case studies proving the effectiveness of Storytelling.

The second part of the presentation gives clear guidelines for the application of storytelling strategies, techniques, and activities that will support teachers' teaching process. Lastly, the third part aims to promote digital tools using the Seesaw platform to facilitate digital stories that help students gain better understanding. Furthermore, students can also create their

own digital stories by using different tools such as uploading photos, drawing, making videos, or adding links, notes, and other files.

The Workshop Agenda

1. Theoretical considerations (15-20 minutes)

- Quote
- Definition of Storytelling
- The importance of Storytelling
- Why teachers of dual language should implement storytelling (Personal experience)
- Two cases

2. Guidelines of storytelling (30-35 minutes)

- Strategies
- Techniques
- Activities

3. Digital storytelling (20 minutes)

- Seesaw
- Share some resources

Part one of the presentation

This first part of the presentation begins with a quote about storytelling in order to engaged the audience and assist with conveying the purpose of storytelling. (Figure 4.1. See also Appendix A, Slide #3). After reading the quote, participants will be completing the activity below. (Figure 4.2. See also Appendix A, Slide #4)

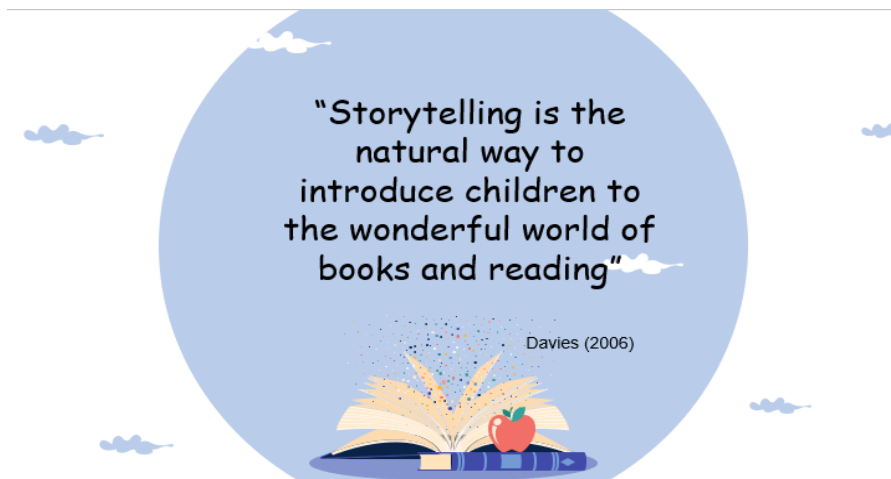


Figure 4.1: Quote of storytelling by Davies (2006)

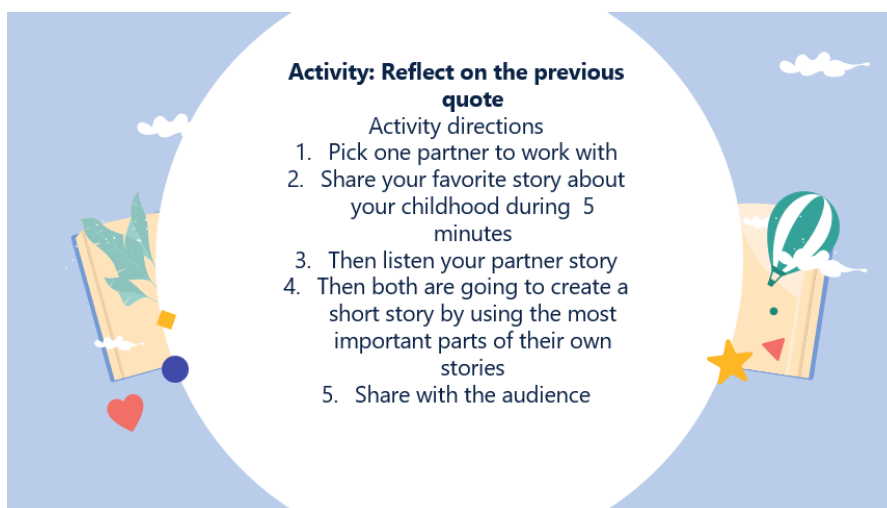


Figure 4.2: Activity: Reflect on the previous quote

During this first part of the presentation, I will introduce the definition of storytelling provided by Satrini (2019), I will also ask teachers about their perceptions of Storytelling as well as their experiences with the use of the storytelling in their class. (Figure 4.3. See also Appendix A, Slide #5)

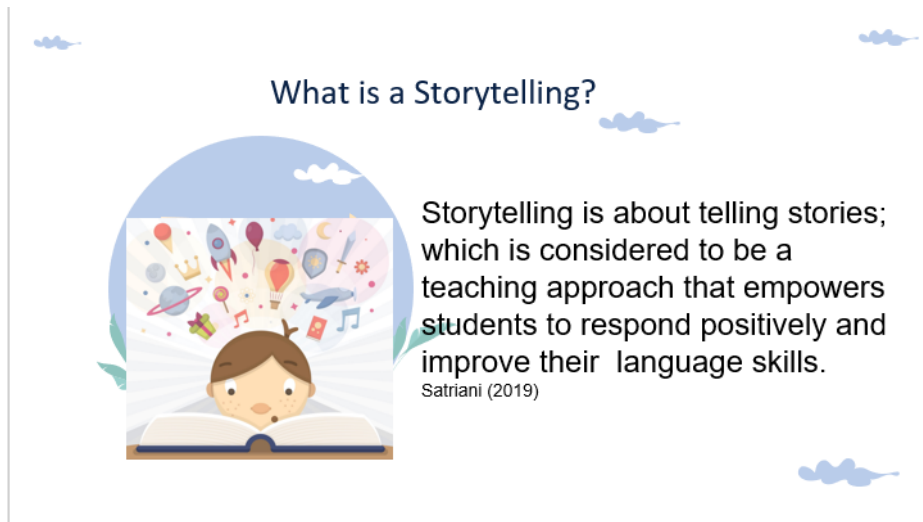


Figure 4.3: What is a Storytelling?

Next, the focus of the presentation it is to point out the importance of using storytelling in the classroom in order to orient the attention the reflection towards the relationship between storytelling and reading skills. (Figure 4.4. See also Appendix A, Slide # 6)

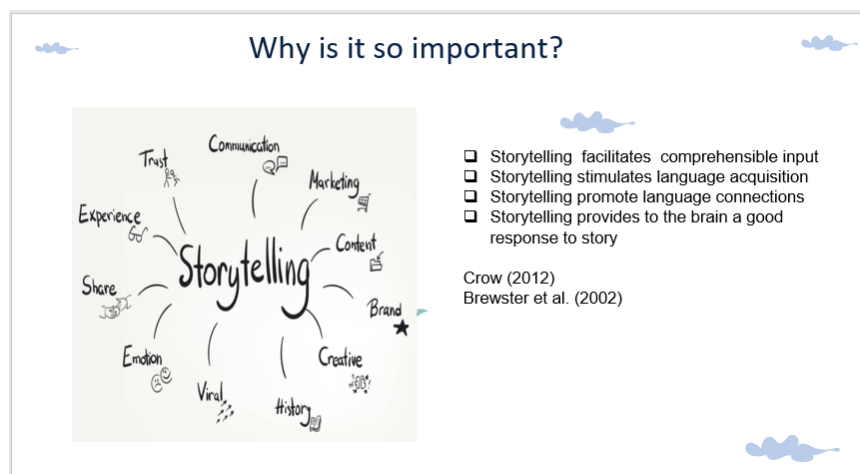


Figure 4.4: Why is it so important?

Next, the presentation will focus on the benefits of storytelling for dual language students. Here, a personal experience will also be shared as someone who experiences the advantages of implementing storytelling in second grade of a dual language program (Figure 4.5. See also Appendix A, Slide #7)



Figure 4.5: Why Teacher of Dual language should implement Storytelling?

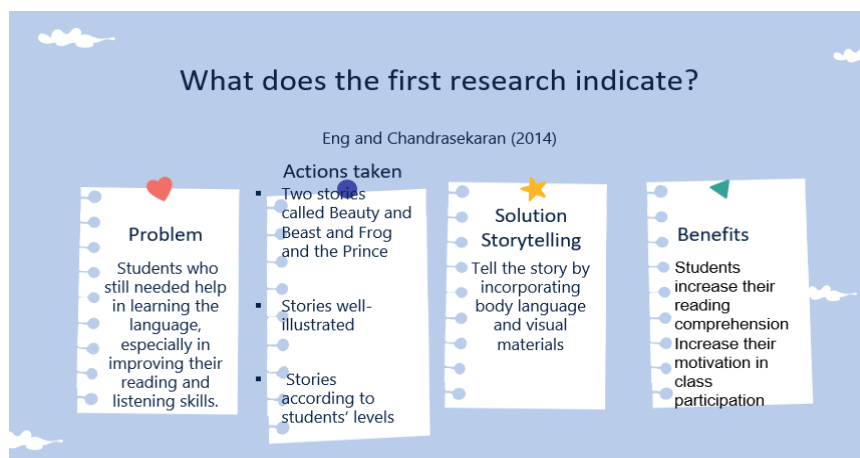


Figure 4.6: What does the first research indicate?

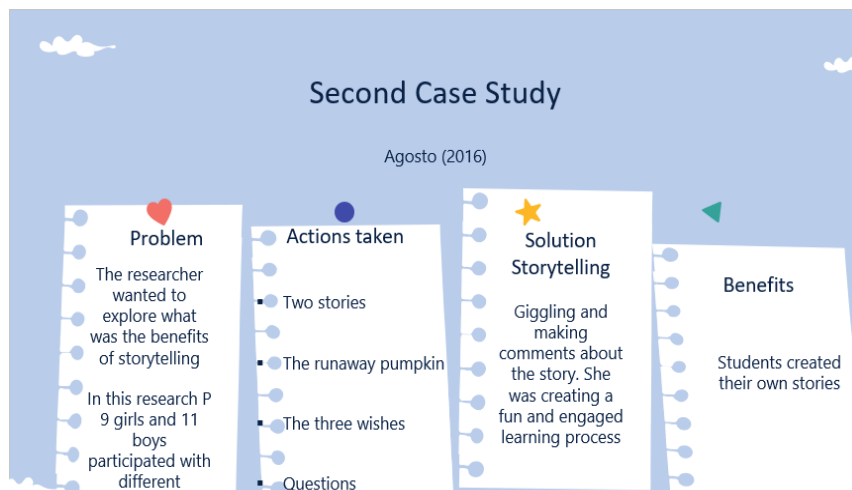


Figure 4.7: Second Case Study

After highlighting the importance of storytelling, two case studies argue about the effectiveness of storytelling for developing reading skills and other cognitive skills. (Figures 4.6, 4.7. See also Appendix A, Slides # 8 and # 9)

Part two of the presentation



Figure 4.8: Strategies

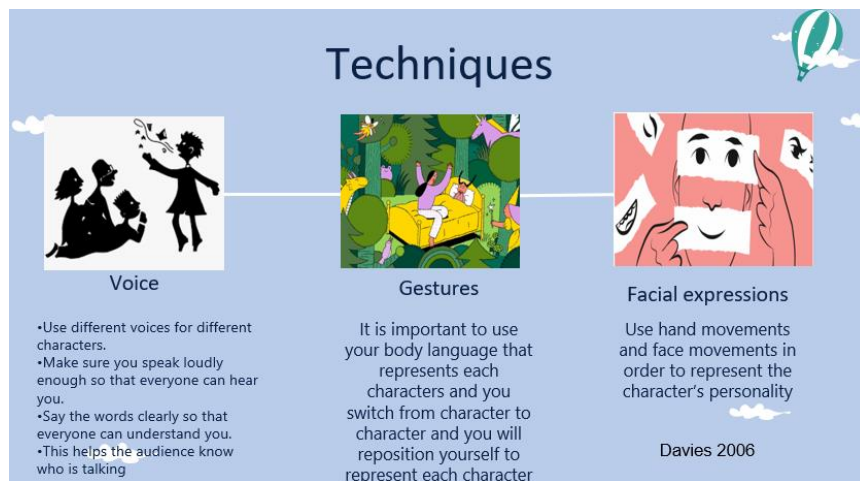


Figure 4.9: Techniques

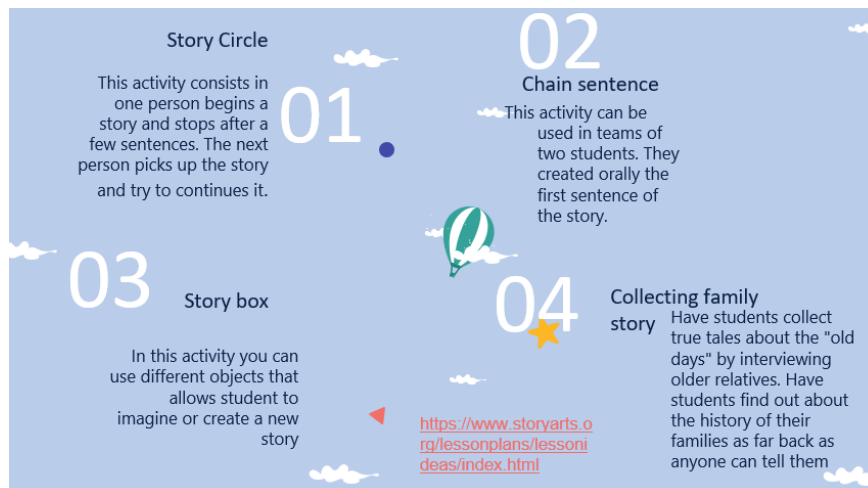


Figure 4.10: Activities

The second part of the presentation will focus on the strategies, techniques and activities for developing and improving of reading skills. To achieve this purpose, I will point out the most important aspects that help teachers better understand on how to integrate storytelling with students' reading skills. (Figures 4.8. 4.9, and 4.10 See also Appendix A, Slides #10, #11 and, #12)

Activity

Choose one of the stories below
(Use some techniques such as voice, gestures, and facial expressions)

- My first day as a teacher
- When I met with my students
- A funny day in the school
- The worse day of school


Think about your story

- When did it happen?
- Who was there?
- What happened?

Your story should have a beginning, middle and end

Once you have had heard the stories, sit back down in the groups and discuss the stories that you have heard.
You can keep in mind

- Whose story was the best/ most interesting?
- What story would you would use again?



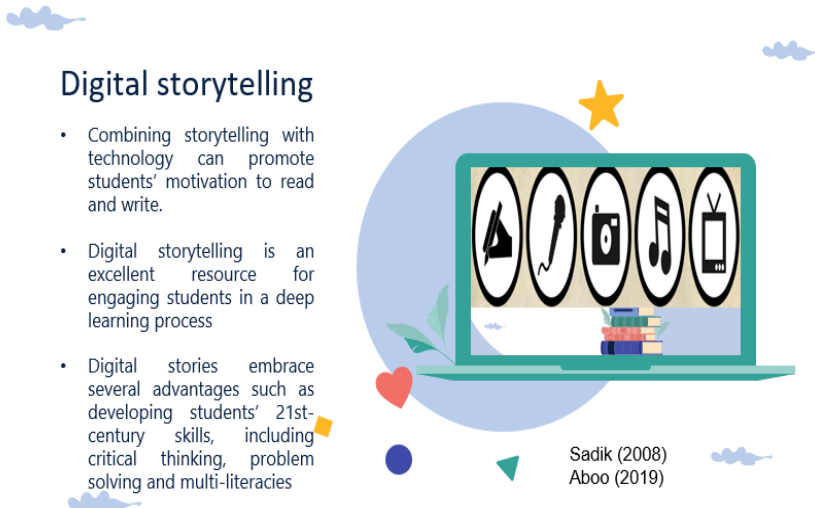
4.11: Activity

In this part of the presentation, the facilitator will interact with the audience. The objective of this activity will be to integrate some techniques of storytelling in order to let the participants to experience how storytelling works. (Figure 4.11. See also Appendix A, #13)

Part three of the presentation

Digital storytelling

- Combining storytelling with technology can promote students' motivation to read and write.
- Digital storytelling is an excellent resource for engaging students in a deep learning process
- Digital stories embrace several advantages such as developing students' 21st-century skills, including critical thinking, problem solving and multi-literacies



Sadik (2008)
Aboo (2019)

Figure 4.12: Digital Storytelling

The last part of the presentation will focus on how digital storytelling can provide another perspective for enriching reading skills. It will challenge the students to be creative and to promote technology skills as well. (Figure 4.12. See also Appendix A, #14)

Seesaw Platform

- Easy to use for students, teachers and also parents
- Students can choose to display their learning in many different ways
- Allows students to learn about digital skills
- It is free and fun
- Allows teacher to monitor and assess students progress
- Provides parents an insight of their students' learning
- Increase motivation, imagination, and creativity
- Students can create their own stories



Figure 4.13: Seesaw Platform

Student can create their own stories

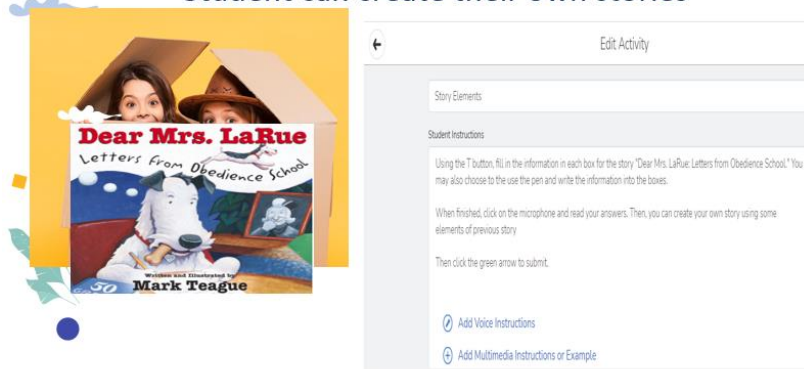


Figure 4.14: Student can create their own stories

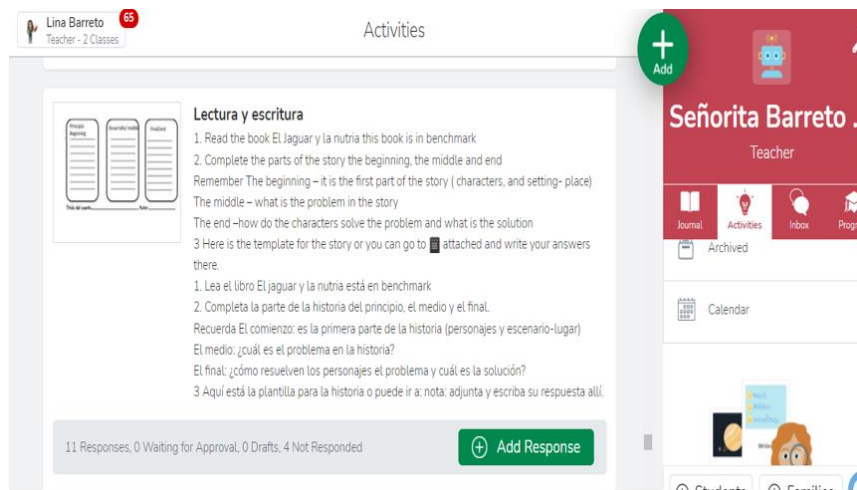


Figure 4.15: Activities

Look over our new book. There are lots of cool stories in it. Tonight choose of the stories record yourself and retell own version.

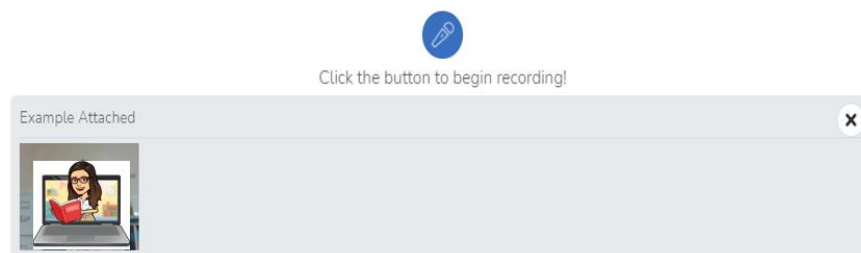


Figure 4.16: Activities

At this point, teachers can adapt Seesaw for digital storytelling because this platform guides the students to the process, which allows them to focus more on their creativity and writing abilities. Additionally, this platform is easy to learn and engages the students in thought and productivity. Being a simple platform allows communication between the teacher and the students to be very simple. (Figures 4.13., 4.14, 4.15. 4.16. See also Appendix A, #15,16,17, and 18)

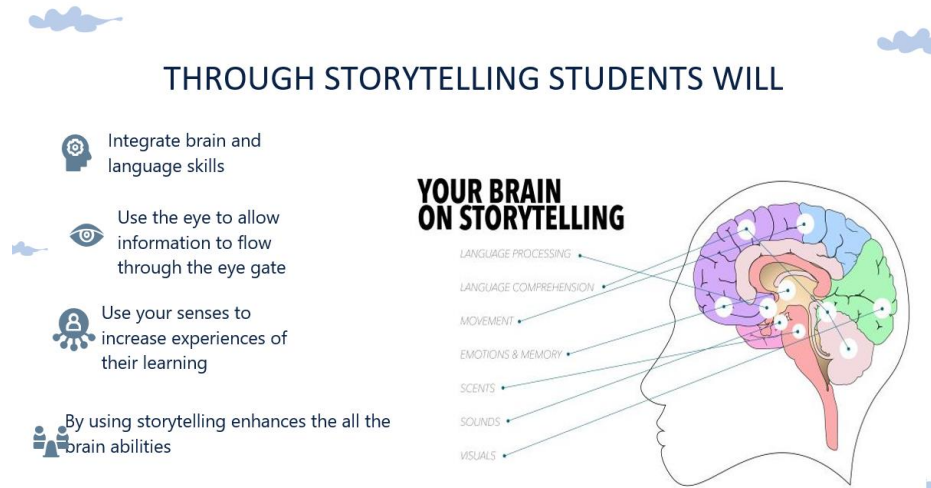


Figure 4.17: Through storytelling students will improve

An advantage of storytelling allows students to use many parts of their brain, which exercises memory, thought, and retention. It helps them to develop their cognitive processes such as critical thinking, problem solving, and imagination. In addition, it supports the overall development of language acquisition. (Figure 4.17. See also Appendix A, #19)

QUESTION TIME!

Ask your partner the following questions about this workshop?

1. What benefits did you learn during this workshop?
2. What would you do differently next time?
3. What insights or conclusions can I draw from this workshop?
4. What criteria would need to be in place for this idea to work?

The form is titled 'QUESTION TIME!' and includes a prompt to ask a partner questions about the workshop. It lists four questions: 1. What benefits did you learn during this workshop? 2. What would you do differently next time? 3. What insights or conclusions can I draw from this workshop? 4. What criteria would need to be in place for this idea to work? To the left of the questions is a cartoon illustration of a person with blonde hair, wearing a white shirt and blue pants, sitting on a stack of books and reading a green book. The background of the illustration shows a blue sky with white clouds.

Figure 4.18: Question time



Figure 4.19: Additional Resources

Chapter Five: Conclusion

When I decided to embark on a thesis considering how storytelling can be used to develop reading skills for dual language students, I thought it was a precise topic like other language skills such as listening and speaking. I have had the opportunity to integrate some aspects of the storytelling into my teaching in order to help and support my students to become better readers. However, when I started to research this topic, I discovered a vast number of studies that took me on a journey to better understand how powerful storytelling can really be for students who struggle with reading skills. The integration of storytelling into the classroom provides meaningful connection that allows students to have a positive learning experience.

Working with dual language students has been an opportunity to more deeply explore how storytelling can be a significant approach for improving reading abilities and other cognitive skills such as critical, cultural awareness, and imagination. As a result, I created a workshop for dual language teachers that can be used as informational guidelines for storytelling. The entire school staff can utilize this workshop to assist the teachers supporting dual language students. Additionally, through the workshop, teachers can become more familiar with the strategies, techniques, and activities and integrate them into their lesson plans. Storytelling can be used across many different subject areas too, such as social studies, science, and math; therefore, many teachers would benefit from this workshop as well.

Storytelling not only helps students to connect other language skills such as listening, writing, speaking, and reading, but also increases students' confidence, improves their

imagination, and creates a safe cultural environment. Likewise, this topic allows teachers to motivate their students to improve their reading comprehension in a fun and affective way.

During this process, I have had the opportunity to become aware of how we can promote other learning approaches in order to deliver more successful learning language development. In addition, this topic led me discover another way of utilizing storytelling. For instance, I could adapt the traditional storytelling lessons into digital storytelling through the Seesaw platform during the COVID- 19 pandemic. Hence, I learned how digital storytelling can have a powerful impact on students' learning process. Through digital Storytelling, students can integrate technological skills with literacy skills. Furthermore, when Storytelling is adapted with digital tools it promotes students' motivation to work on reading skills.

I hope that with more practice, and utilization of the strategies, techniques, and activities found within the workshop, teachers will be aware of how to implement this approach in their teaching and will have more successful teaching experience.

Additional work is required in the area of teaching English to dual-language students. However, Storytelling is a good strategy for supporting students with different abilities. In conclusion, despite the need for more research, I hope that my teacher workshop might be a helpful and meaningful resource to assist dual language teachers in providing more ideas on how to help students learn a second language and improve their reading skills.

Appendix A: Slides



Slide # 1



Slide # 2

"Storytelling is the
natural way to
introduce children to
the wonderful world of
books and reading"

Davies (2006)



Slide # 3

**Activity: Reflect on the previous
quote**

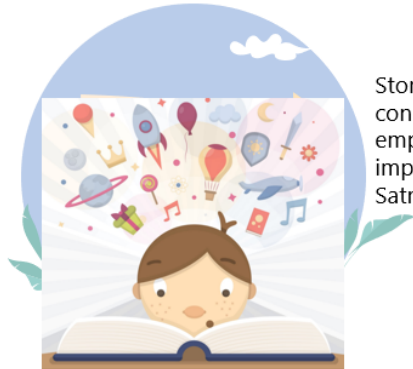
Activity directions

1. Pick one partner to work with
2. Share your favorite story about your childhood during 5 minutes
3. Then listen your partner story
4. Then both are going to create a short story by using the most important parts of their own stories
5. Share with the audience



Slide # 4

What is a Storytelling?



Storytelling is about telling stories; which is considered to be a teaching approach that empowers students to respond positively and improve their language skills.
Satriani (2019)

Slide # 5

Why is it so important?



- ❑ Storytelling facilitates comprehensible input
- ❑ Storytelling stimulates language acquisition
- ❑ Storytelling promote language connections
- ❑ Storytelling provides to the brain a good response to story

Crow (2012)
Brewster et al. (2002)

Slide # 6

Why Teachers of dual language should implement storytelling?



- ❖ Help students better understand the story narrative
- ❖ Listening to stories promotes a better learning process
- ❖ Facilitate interest in books
- ❖ Find out what students' interests
- ❖ Provide opportunities to build cultural background
- ❖ Improve students language development
- ❖ Learn about students' home culture
- ❖ Identify students' strengths
- ❖ Ensure that the learning environment represents dual language classroom
- ❖ Help students to be more creative
- ❖ Build students' confidence

Hammond (2015)
Wajnryb (2003).

Slide # 7

What does the first research indicate?

Eng and Chandrasekaran (2014)

Problem

Students who still needed help in learning the language, especially in improving their reading and listening skills.

Actions taken

- Two stories called Beauty and Beast and Frog and the Prince
- Stories well-illustrated
- Stories according to students' levels

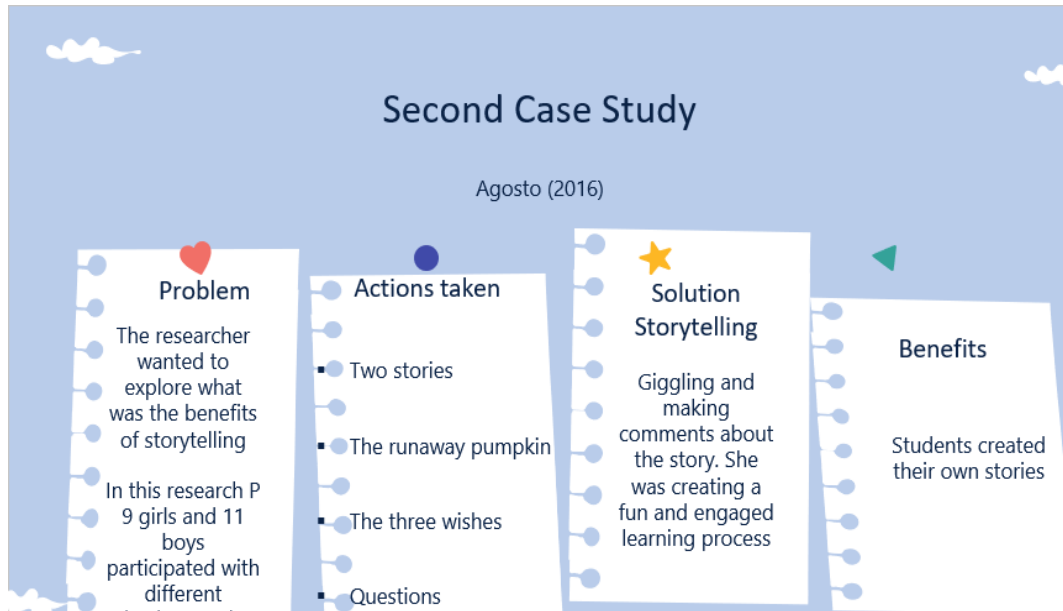
Solution Storytelling

Tell the story by incorporating body language and visual materials

Benefits

Students increase their reading comprehension
Increase their motivation in class participation

Slide # 8




Slide # 9




Slide # 10

Techniques




Voice

- Use different voices for different characters.
- Make sure you speak loudly enough so that everyone can hear you.
- Say the words clearly so that everyone can understand you.
- This helps the audience know who is talking



Gestures

It is important to use your body language that represents each characters and you switch from character to character and you will reposition yourself to represent each character



Facial expressions

Use hand movements and face movements in order to represent the character's personality

Davies 2006

Slide # 11

Story Circle

This activity consists in one person begins a story and stops after a few sentences. The next person picks up the story and try to continues it.

02

Chain sentence

This activity can be used in teams of two students. They created orally the first sentence of the story.

03

Story box

In this activity you can use different objects that allows student to imagine or create a new story

04

Collecting family story

Have students collect true tales about the "old days" by interviewing older relatives. Have students find out about the history of their families as far back as anyone can tell them

<https://www.storyarts.org/lessonplans/lessonideas/index.html>

Slide # 12

Activity

Choose one of the stories below
(Use some techniques such as voice, gestures, and facial expressions)

- My first day as a teacher
- When I met with my students
- A funny day in the school
- The worse day of school

Think about your story

- When did it happen?
- Who was there?
- What happened?

Your story should have a beginning, middle and end

Once you have had heard the stories, sit back down in the groups and discuss the stories that you have heard.

You can keep in mind

- Whose story was the best/ most interesting?
- What story would you would use again?

Slide # 13

Digital storytelling

- Combining storytelling with technology can promote students' motivation to read and write.
- Digital storytelling is an excellent resource for engaging students in a deep learning process
- Digital stories embrace several advantages such as developing students' 21st-century skills, including critical thinking, problem solving and multi-literacies



Sadik (2008)
Aboo (2019)

Slide # 14

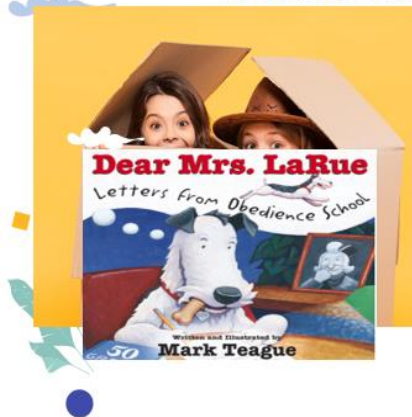
Seesaw Platform

- Easy to use for students, teachers and also parents
- Students can choose to display their learning in many different ways
- Allows students to learn about digital skills
- It is free and fun
- Allows teacher to monitor and assess students progress
- Provides parents an insight of their students' learning
- Increase motivation, imagination, and creativity
- Students can create their own stories



Slide # 15

Student can create their own stories



Edit Activity

Story Elements

Student Instructions

Using the T button, fill in the information in each box for the story "Dear Mrs. LaRue: Letters from Obedience School." You may also choose to use the pen and write the information into the boxes.

When finished, click on the microphone and read your answers. Then, you can create your own story using some elements of previous story

Then click the green arrow to submit.

Add Voice Instructions

Add Multimedia Instructions or Example

Slide # 16

THROUGH STORYTELLING STUDENTS WILL



Integrate brain and language skills



Use the eye to allow information to flow through the eye gate



Use your senses to increase experiences of their learning



By using storytelling enhances the all the brain abilities

YOUR BRAIN ON STORYTELLING

LANGUAGE PROCESSING

LANGUAGE COMPREHENSION

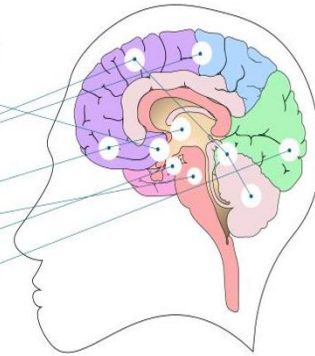
MOVEMENT

EMOTIONS & MEMORY

SCENTS

SOUNDS

VISUALS



Slide # 19

QUESTION TIME!

Ask your partner the following questions about this workshop?

1. What benefits did you learn during this workshop?

2. What would you do differently next time?

3. What insights or conclusions can I draw from this workshop?

4. What criteria would need to be in place for this idea to work?




Slide # 20



Additional Resources



<https://supereasystorytelling.com/printables/story-idea-generator.pdf>



<https://www.mensaforkids.org/teach/lesson-plans/the-art-of-storytelling/>

<https://www.bbc.co.uk/programmes/articles/rbT81wtpZ7qmdPH5rC0RhN/how-to-play-and-win-just-a-minute>




<http://www.tellitagan.com/>

<https://www.storyarts.org/lessonplans/lessonideas/index.html>


<http://www.magickeys.com/books/index.html>

<http://www.storycraft.com/>

<http://www.storybee.org/4through9/4through9.html>



Slide # 21



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